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ABSTRACT

Twenty-five educators participated in a two-week program to study the roles for library technical assistants and the program for their education. Speakers offered introductory and background presentations on the following topics: library education and manpower policy, the qualifications of library technical assistants for various types of libraries, and the influence of political and social factors on library technical assistants. These presentations and discussion among the participants led to the development of a proposed curriculum for the training of library assistants in junior and community colleges. In general, the participants agreed that the program had been fruitful. They noted a new awareness of the technical assistant in libraries and media centers that they could carry back to their regions. Some suggested program modifications were: the program should be extended to a longer period; a more limited objective should be set; and the director's administrative duties should be lessened. Appendixes include brochures, a list of participants and staff, and the ALA Criteria for Programs to Prepare Library Technical Assistants. (CH)

ED 088481

NARRATIVE EVALUATION REPORT
ON THE INSTITUTE FOR: Library Technical Assistant
Educational Programs

AT: Rutgers University - Graduate School of Library Service

New Brunswick, New Jersey 08903

DATES: August 23 to September 4, 1970

SUBMITTED BY: Dorothy F. Deininger, Director
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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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IR 000 314

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I. INTRODUCTION

The Library Technical Assistant Educational Programs Institute was planned for educators in librarianship concerned with education at the technician level. The purpose was to study and analyze roles for library technical assistants and programs for their education in order to learn what had been accomplished, to set goals, and to propose methods for achieving them. Of the 25 participants from 14 states, 14 were women, 11 men; 12 were directing or teaching in ongoing programs, 8 had plans in various stages of development, 5 had planning, advisory or supervisory responsibility for such programs.

PROGRAM SUMMARY

The entire Institute, with the exception of one field trip, was held at the Continuing Education Center of Rutgers University. This is a residence center and as such it provided an informal, pleasant atmosphere conducive to group discussion and interaction. Sessions were designed to involve participants in assessing, developing, planning and administering new approaches to the training of library technical assistants in junior and community colleges.

The first session was preceded by an informal reception at which the participants were able to meet each other, the staff, and some of the special lecturers. After an opening banquet, the agenda for the two weeks was reviewed and modified in response to the particular concerns of the group.

Special introductory and background presentations were as follows:

a) Library education and manpower policy adopted by the American Library Association, a discussion led by Dr. Lester Asheim. Particular emphasis was given to the concept of a library manpower team and the role of technical assistants and other supporting staff.

b) Research studies that have implications for library technical assistants were reviewed by Dr. Thomas W. Shaughnessy. Notice was taken of the Knapp School Library Manpower Project and its methodology. This was contrasted with the application of functional job analysis and the design and findings of the "Jobs in Instructional Media Study" by the Department of Audio Visual Instruction, National Education Association and "A Task Analysis of Library Jobs in the State of Illinois". Submitted by Social, Educational Research and Development, Inc. May 29, 1970.

c) The contribution of library technical assistants, the skills, knowledge, attitudes and abilities needed were analyzed in relation to 1) school media center by Mary V. Gaver, 2) academic and research libraries by Roy Kidman, 3) special libraries by Shirley Bolles, 4) public libraries, regional and state library development by Edwin Beckerman and David Palmer.

d) The influence of political factors on library technical assistant education and employment from the point of view of civil service regulations was discussed by Charles A. Pounian and from the viewpoint of library trustees, superintendents, management, etc. by David Palmer and Ralph Blasingame.

e) The role of an advisory committee and design for an employment survey prior to introducing an educational programs for library technical assistants were presented by James McCoy.

After this review of factors which influence the role and use of library technical assistants, the participants reexamined some of the training programs with which they were familiar. The relationship of certain aspects of the courses to knowledge requirements for teacher aids and audio-visual technicians was explored. The contribution of persons having library-related skills such as computer techniques and graphic arts was also discussed as was the contribution of the technical assistant in community contacts.

Against the background of political factors, including recruitment, employment, personal development, need for job satisfaction, and financial realities, many hours of discussion took place. This led to an innovative approach to the design of integrated courses for the training of library and media technical assistants. The new approach is advantageous in that graduates are prepared for a cluster of jobs. Moreover, courses and assignments that introduce a variety of skills may appeal more to new careers applicants than clerical tasks featured in many programs for training library technical assistants. Many sessions were devoted to the design of a curriculum that took a different approach to the skills and knowledge required by a library technical assistant. Behavioral objectives were then developed for the major specialized areas. Members of the Institute were also involved in working on some of the items in the tentative plan that could only be covered briefly in general sessions. Among the topics were the need to make library technical assistants visible by means such as recruitment, case studies, student records on placement; developing continuing education and vocational up-dating programs for graduates, and their participation in associations. Finally, several small groups intensively discussed questions such as appropriate teaching methodologies and articulation of library technical assistant educational programs with higher levels of education in librarianship.

CURRICULUM PROPOSED

The curriculum advocated by the members of the Institute is as follows:

a. Approximately 50% general education. It was considered that most colleges had specific requirements which allowed only limited freedom of choice in this area. Subjects in which work was considered desirable were: Communications skills (composition, speech), Psychology, History, Sociology, Economics, Business skills, Mathematics, Literature, Science.

b. In the special vocational area of library/media four courses were proposed, one for each term (about 25% of the 2 year course). (The employment market would influence aspects to be stressed.)

1. Introduction and collection of media such as searching, ordering, and the use of the equipment and routines involved.

2. Organization and storage of media such as how it is classified, cataloged, prepared for use.

3. Distribution of media. Circulation of books and other items, such as scheduling of films, directional and simple reference referrals.

4. Practicum. A carefully supervised work experience with seminar sessions to accompany it.

These suggestions were not fully developed or correlated. Draft outlines of content and attempts at behavioral objectives are in Appendix D. Independent study and team teaching were expected to be used along with other innovative educational methods. Maximum exposure to laboratory situations is planned throughout. Hard and soft-ware equipment are to be introduced when appropriate, not in separate courses.

c. In the remaining 25% of the educational program, it was envisioned that the student would pursue individual interests or specializations which would add to his employability. These might relate to computers, programming, display and design, graphic arts, photography, television, and so forth depending on course offerings and employment needs of the area. The basic clerical skills such as typing would be satisfied by passing a qualifying examination or taking a non-credit course.

Guidance in writing behavioral objectives was provided by Joleen Bock and some were developed for each of the four courses. A community college president, Andrew Moreland, described criteria for institutional participation in a new program such as one for library technical assistants. He reviewed the requirements for a market, funds, facilities, faculty, a well-developed library, curriculum and so forth. Henry Drennan of the USOE Division of Library Programs, Training and Resources Branch, brought a new dimension for consideration by telling of the official interest in new careers programs and the training of para-professionals. The field trip to Philadelphia Community College where there are students in new careers programs, contributed information on other aspects of new careers projects. The special program presented there is in Appendix E.

Regional planning for library technical assistant education was advocated by Dr. Lowell Martin in the final session. His review of the need for technical assistants on the library staff and of his own changed concept of their role was an inspirational conclusion to the program.

In the final hours, evaluations were discussed along with ways the group could further the cause of the library/media technical assistant. Many proposed to work with library associations, administrators, and civil service to smooth the way for acceptance and employment of the technical assistant. It is hoped case studies of individuals and of training programs will be forthcoming. In addition to a follow-up study, an effort will be made to reassemble those in the group who attend the American Library Association conference in Dallas in 1971 as a further follow-up on the evaluation of this Institute.

II. EVALUATION

Relations with the U. S. Office of Education and cooperation on program and fiscal matters were excellent as were contacts with the Rutgers University administration.

Participant Selection

Many inquiries about the institute came from librarians engaged in in-service training rather than formal education programs for technical assistants. From some 150 inquries there were about 55 qualified applicants. In the selection of the 25 members, priority was given to persons directing or teaching in library technical assistant programs, or planning them. Another group consisted of educators responsible for planning, advising on curriculum, or supervising the training programs but not working directly in a junior or community college. In this group, one was in a state Department of Education, four were on faculties of undergraduate or graduate library schools. One participant was primarily interested in the audio visual or learning center; another was a specialist in automation. The list of participants is in Appendix B. This mix of backgrounds had advantages in bringing different points of view to the library technical assistant programs and problems. General comment was that it was helpful to both two year college faculty and professional educators at the 4 year college or graduate school to work together on the relationship of various levels of library staff.

Pre-conference Information

Application and pre-conference information was rated "very good" by 69% of the participants and "good" by 31%. The physical facilities and accommodations at the Continuing Education center were excellent but expensive.

Communication

The resident center atmosphere which the director and assistant director shared made communication relatively free between staff and participants. It was our intent to involve the group in the program and not to prescribe a course of action. Perhaps leaders more experienced in group dynamics could have achieved constructive group action at an earlier date and realized more of the objectives. We encountered, as one would expect, involvement in local concerns that conflicted with an objective view of library technical assistants and education for training them. Furthermore, in planning the program, knowledge of the participants was over-estimated. Many were unfamiliar with the materials supplied or suggested for pre-conference reading.

Staff

The use of 13 specialists to contribute to the program was considered appropriate and effective. A list is included in Appendix F. However, in one instance, the point of view expressed by the speaker was negative and disrupted the orientation. In retrospect, this point of view probably had

a beneficial effect in uniting the participants. It was useful too in that the incident could be cited as typical of the resistance educators of library technical assistants would encounter and should be prepared to overcome. Each speaker was sent a packet of informational material defining the library technical assistant and locating him within the library team and this had been discussed in preliminary conferences. However, a few speakers appeared to lack complete understanding of the library technical assistant role.

Mrs. Joleen Bock who gave instruction and guidance on preparation of behavioral objectives, would have been even more effective if she had been in residence for the duration of the Institute. She arrived on Sunday of the second week and remained through Thursday afternoon.

Collection of Resource Materials

A special collection of materials was accessible and well used in a reading room in the conference area. Material consisted of photocopies of most literature on library technical assistants, sample curricula, forms, brochures, related research studies, general related materials on junior and community college vocational education, curriculum development, behavioral objectives, and so forth. Film strips and other media were on hand. The numerous spaces for meeting and relaxation encouraged small groups to gather and exchange ideas informally. After a break for exercise and dinner, many reassembled for further discussions or film viewing.

Field Trips

The one formal field trip to the Philadelphia Community College was rated "very good" by a majority of the attendees and "good" by 27%. Only one criticized the experience as unrealistic because it related to a center city operation and a different employer market than was represented by a rural community. It would have been desirable to schedule another field trip that demonstrated a different type of program. Lack of a convenient demonstration site and limited time made this impractical. At the Philadelphia College, a great variety of audio-visual material and video taping were displayed. All were impressed with the program, although some questioned the wisdom of the sophisticated computer based knowledge to which some of the studerts are exposed. This was more than the typical visit since the staff of the college presented various aspects of their program in a series of formal talks.

Additional field trips during late afternoon and evening were arranged for those who were interested, to Rutgers University Library and the Graduate School of Library Service, Douglass College and Princeton University Libraries, Princeton and Plainfield public libraries. Over the weekend, many of the members visited New York or Philadelphia and toured additional libraries.

Media Use

Films relating to libraries or to library technical assistant training were shown on two evenings. Selected film strips, slides, and other audiovisual and printed materials were available to the group at all hours. Becuase of the scarcity of appropriate materials, the supply for demonstration was limited.

A modified form of telelecture was used on two occasions. The formal talk was on tape supplied in advance. Question and answer periods used "Spokesman" equipment so that all could participate and hear the comments.

The duplicating machines ran overtime to reproduce materials developed by small working groups. The blackboards and overhead projectors were in frequent use. Tape recorders and cameras were in evidence throughout the sessions.

Special Features and Reactions

a. Strengths of the Institute. The special features of the Institute and what enrollees say was the most significant thing that happened to them during the Institute are closely related. In general, comments centered on the fact that participants through exchange of ideas and development of new designs for curricula, had a clearer concept of goals for library technical assistant preparation and a better understanding of ways to achieve the goals. They were personally committed to the new directions for training programs that evolved from the group. Some who were planning courses commented on the great value of the experience for them. Although there was some impatience with the "hassles" that were part of group thinking on the problems and possible solutions, the value of not being pressed to fill a prescribed solution was praised.

b. Action Reported. Members report from several states of how local groups are discussing some of the ideas generated at the Institute. Conferences have been held with N.E.A.'s Division of Educational Technology to explore some questions about media/library assistants. Two programs are being restructured to train a media/library technical assistant.

Participants returned to their colleges confident that they were prepared to reorient their programs and courses to make them more meaningful or in the case of new courses to develop workable syllabi. The feeling of many was that the curriculum developed was a good basic one. One participant working with a program beginning this fall commented that in addition to the knowledge gained she now had thirty friends engaged in educating technical assistants who were willing to share her problems and aid her. Another member who has advisory responsibility writes that on the basis of knowledge acquired she was able to convince one college that more planning should be carried out before starting a course. The development of new directions for a curriculum gained wide acceptance. However, some enrollees are skeptical of the philosophy underlying development of behavioral objectives.

c. New Careers Programs. The new careers programs that offer enrollment for library technical assistant training had a mixed reception. Some, who had worked with the educationally or economically deprived on federally funded programs, thought more screening and pretesting was necessary. In some instances, reports indicated the administrative details connected with the programs were greater than could be handled without greatly augmenting staff. However, some participants planned to consider ways of enlarging their programs to attract disadvantaged and young people to the work force.

d. Open-ended Career. In general, there was a feeling that the library technical assistant was being trained for a unique supporting role. The group estimated that relatively few graduates would be interested in continuing their education if employers gave them recognition as important members of the library team, and an opportunity to advance within a Library Technical Assistant series. Participants saw the need to work with professional groups and library administrators for modernizing staff assignments and position descriptions. The chance for upward mobility of the library technical assistant is available on the basis of experience and additional education. However, the most urgent concern is the need for recognizing the value and place of the technical assistant on the manpower team and his role on the supporting staff.

e. Formal Evaluation Reports. Evaluation forms used are appended to this report. An additional evaluation is planned after nine months. A draft of this form which is being revised on the basis of suggestions from the members of the Institute is in Appendix G.

An "invisible college" or communication system seems to have developed among most of the twenty-five Institute members. Many who were at the Rutgers sessions have a new awareness of the technical assistant in libraries and media centers and should be able to communicate this in their home territory.

Ret-ospective Analysis

a. Weaknesses. A major weakness of the Institute as planned was that an attempt was made to accomplish too much in two weeks. Over-estimation of the participants' knowledge contributed to this difficulty. A number of the members thought that a third week would have been beneficial. One of the greatest difficulties encountered was in overcoming parochialism. Furthermore, the relationship of individual problems to the general plan was not always realized. For example, it took many hours to convince some members that you could not discuss recruitment, plan a curriculum and so forth in isolation. The individual interests had to be carefully related to the design to aid in seeing more precisely the role of the library technical assistant as a member of a library team. This led to viewing the training objectives in a new light. The outcome was not a replica of undergraduate library education for an earlier time. Subtle direction and assistance through group work led participants to think creatively and analytically about the subject. This enabled leaders among the group to emerge and gave a feeling of personal involvement in the outcome.

Enrollees had many different purposes in attending the Institute. Over 75% considered that the Institute accomplished the purpose for which they had come, and the others were somewhat satisfied. In general, greater emphasis on teaching techniques and the curriculum were desired. Others wanted more consideration of faculty requirements, the advisory committee and other items on the agenda that were not fully treated because of the limited time factor. Additional discussion of how to influence library administrators to employ technical assistants was also requested. In general, participants seemed more concerned about establishing a curriculum than the important preliminary work of analyzing existing research reports and arriving at an understanding of the knowledge base required to perform tasks at the library technical assistant level.

b. Modifications if Institute Rescheduled. If this Institute were to be rescheduled, a more limited objective would be set. An extension to three weeks would be given consideration. The number and mix of participants was good, and they exposed each other to different points of view and a new awareness of the library/media technical assistant. The dates chosen conflicted in several cases with fall term opening but an earlier start might have found an equal number involved with summer sessions.

The director's administrative duties too often intruded, preventing total involvement as a leader in the discussions. Additional supporting staff above clerk level would have been desirable during the two week sessions.

c. Impact of Institute on Graduate School. The impact of the Institute on the regular academic year program of the Graduate School of Library Service, Rutgers University will be reflected in the following ways:

1) attempts to interest graduates with qualities of leadership, in a career in training library technical assistants.
2) an awareness of possibilities of articulation of library technical assistant, undergraduate, and graduate education for librarianship.
3) continuing education programs and association involvement in job restructuring and position description to encompass the library technical assistant level.
4) development of a regional and state plan for library education which will include education of technical assistants.

III. CONCLUSIONS

The following anonymous evaluations are illustrative of participant reaction and indicate the effectiveness of the program:

"This institute was truly a working session. There was sufficient disagreement among the participants to create an atmosphere conducive to constructive thinking. Although we got off to a somewhat slow start, I feel that we more than made up for the fuzzy thinking once we became used to working together toward a common goal."

"A well planned, very successful program so designed to allow for new developments and change in perspective."

"It was an interesting and rewarding experience. I never dreamed that so many aspects come into play when setting up a program. Participation in this Institute, not only broadened my knowledge, but also gave me an incentive to restructure our program."

New directions and a new consensus among disparate ideas evolved from the participants working things out together. The newly developed concept of library technical assistant education has a multi-media base and a unique approach. If implemented and further expanded, it should broaden the base for recruitment and prepare graduates for clusters of skills useful in a greater variety of occupations. This in turn could enlarge enrollments, make the programs self-supporting, and more visible on campus. The Library Technical Assistant graduate of the two year college will have more opportunity to develop his abilities and interests. In this manner he may become useful in a variety of ways and be less of a threat to clerical or professional staff.

The knowledge gained, ideas exchanged, points of view broadened, new directions outlined, have been cited by participants as of great value. The impact of the Institute in the next nine and eighteen months will give a more significant evaluation of the results.

From an analysis of the problems encountered by library technical assistant program directors, it is evident that professional association action is required to prepare the library profession for receptiveness and accommodation to supporting staff at the technical assistant level. Suggestions for improvement of the "Criteria for Programs to Prepare Library Technical Assistants" are being reported to the American Library Association Committee of the Library Education Division that is responsible for the document. Additional concerted group action and study of the library technical assistant is essential to implement plans generated at the Institute at Rutgers University.

LIBRARY TECHNICAL ASSISTANT EDUCATIONAL PROGRAMS

An Institute for Training in Librarianship, August 23 – September 4, 1970

Graduate School of Library Service
Rutgers University – The State University of New Jersey
New Brunswick, N.J. 08903

PURPOSE

This Institute is for educators in librarianship who are concerned with Library Technical Assistant training programs. The purpose of this Institute is to study and analyze Library Technical Assistant roles and programs for their education in order to learn what has been accomplished, to set goals, and to propose methods for achieving them.

PROGRAM

The program will involve participants in discussion as well as design and preparation of models. Materials relating to Library Technical Assistants and their education will be provided for study. In addition, it is expected that each attendee will be an additional source of information about his program and bring with him materials concerning it.

Speakers will be encouraged to elaborate and discuss their topics with participants and work with them on developing models for Library Technical Assistant education. The program includes consideration of: the current status of the Library Technical Assistant – utilization, organizational role, training requirements, recruitment, and career opportunities; summary of research pertinent to the Library Technical Assistant and his education; approaches to planning, designing, and implementing Library Technical Assistant education programs along with the prerequisite institutional support; political and social factors affecting the Library Technical Assistant, his career possibilities, specialization opportunities, continuing education; and analysis of existing education programs and, in view of goals for these members of the library service team, preparation of models for employment surveys, curriculum, and some course outlines. A field trip is planned to the Community College, Philadelphia, on September 1.

SCHEDULE

Registration will be on Sunday, August 23, at the Continuing Education Center on the Douglass Campus, Rutgers University, New Brunswick, New Jersey. The program will begin on Sunday with an informal reception from 5:00 to 6:30, followed by dinner.

All Institute sessions will be held at the Continuing Education Center. The final session on Friday, September 4, will conclude at approximately 1:30 p.m.

ELIGIBILITY

The Institute is open to twenty-five library educators who are concerned with formal educational programs for Library Technical Assistants.

Each applicant should: (a) have a Master's degree (or fifth-year degree) in librarianship, education, or related fields; (b) be currently employed in an institution of higher education as a faculty member or administrator, with responsibility for teaching in or developing LTA programs, or be employable in that capacity by virtue of information acquired at the Institute; (c) present a written statement with his application indicating why this Institute would be of value in his present or anticipated position.

Final selection will be made by Institute staff and faculty of the Graduate School of Library Service, Rutgers University. The Institute is in compliance with Title VI of the Civil Rights Act of 1964, and does not discriminate on the basis of race, color, or national origin.

RUTGERS UNIVERSITY
The State University of New Jersey
GRADUATE SCHOOL OF LIBRARY SERVICE
NEW BRUNSWICK, NEW JERSEY 08903

LIBRARY TECHNICAL ASSISTANT EDUCATIONAL PROGRAMS

An Institute for Training in Librarianship

RUTGERS UNIVERSITY
THE STATE UNIVERSITY OF NEW JERSEY
GRADUATE SCHOOL OF LIBRARY SERVICE
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Conducted under a grant from the U.S. Office of Education, Title II-B Higher Education Act of 1965, P.L. 89-329, as amended.

AUGUST 23 – SEPTEMBER 4, 1970

Rutgers University
Continuing Education Center
Douglass College Campus
New Brunswick, New Jersey

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STIPENDS

Each participant in the Institute will receive $75 a week, plus $15 for each dependent. Travel, housing, and meals must be paid for by the participants. No course credit will be given.

ACCOMMODATIONS

Comfortable, air-conditioned guest rooms with private baths have been reserved at the new Continuing Education Center of Rutgers University. Double room accommodations are available at $10 a night per person; single rooms are $18. The fee for food service at the Center is $10 a day per person. This includes breakfast, coffee break, luncheon, and dinner.

The Center, designed for resident adult instruction, has an informal atmosphere conducive to study and discussion. It is recommended that participants stay at the Center to facilitate group interaction and to obtain maximum benefit from the program. Accommodations for family members may be arranged upon request.

RECREATION

Many recreation opportunities are available for the weekend and evenings during the Institute. The proximity of Rutgers to the seashore and Pocono Mountain resorts, New York, and Philadelphia offers a wide variety of recreational and cultural opportunities.

INSTITUTE STAFF

Resident Staff from the Graduate School of Library Service, Rutgers University:

Dorothy F. Deininger, Director of the Institute, Associate Professor.
Thomas W. Shaughnessy, Assistant Director, Assistant Professor.

Speakers and Consultants:

Lester Asheim, Director, Office for Library Education, American Library Association.
Edwin Beckerman, Director, Woodbridge, New Jersey, Public Library.
Ralph Blasingame, Professor, Rutgers University.
D. Joleen Bock, Director of Library Services, College of the Canyons, New Hall, Calif.
Shirley Bolles, University Library, Rutgers University.
Mary V. Gaver, Professor, Rutgers University.
Jack L. Gotlobe, Director, Division of Education Resources Center, Community College, Philadelphia.
Paul C. Janaske, Chief, Library and Information Science Branch, Division of Library Programs, U.S. Office of Education.
Roy L. Kidman, Director, University Library, Rutgers University.
James F. McCoy, Librarian, Mercer County Community College, Trenton, N. J.
Lowell A. Martin, Professor, Graduate School of Library Service, Columbia University.
Andrew S. Moreland, President, Ocean County College, Toms River, N. J.
David C. Palmer, Assistant Director, New Jersey State Library, Trenton, N. J.
Eleanor Ross, Community Development Administrator, Urban University Program, Rutgers University.

APPLICATION PROCEDURE

The enclosed application must be filled out and post-marked not later than July 10, 1970. Notification of participants selected will be made on July 15.

Please enclose with your application a brief statement indicating why this Institute would be of value in your present or anticipated position.

The postmark deadline for acceptance as a participant is July 27.

For additional information, contact Miss Deininger.

APPLICATION STATISTICS

Brochures mailed -based on mailing lists	750
Number of individual requests from potential applicants	150
Number of completed applications received (approximate)	80
Number of first-rank applicants	55
Number of participants selected	25
Number of alternates selected	17
Number of applicants offered admission who declined because of illness, etc. namely: Buckley, Cozetta W. Marks, Barbara Robinson, Ada V. Robinson, Harry Schwartz, Shula H. Yanarella, M.	6

Resignation because of illness:
John M. Driscoll - at end of first week.

MAIL

The mailing address for resident guests is:

Continuing Education Center
Rutgers University
Clifton Avenue
New Brunswick, New Jersey 08903

TELEPHONE

Guests may be reached through the University switchboard, 201-247-1766. Room extension numbers will be assigned upon arrival. A phone message service will be maintained at the front desk, Extension 1141. Emergency calls should be directed to Extension 6211, Campus Patrol.

ATTIRE

Casual and sport clothing will be appropriate for activities within and about the Center. Male guests are requested to wear jackets and ties for the evening meal.

GRATUITIES

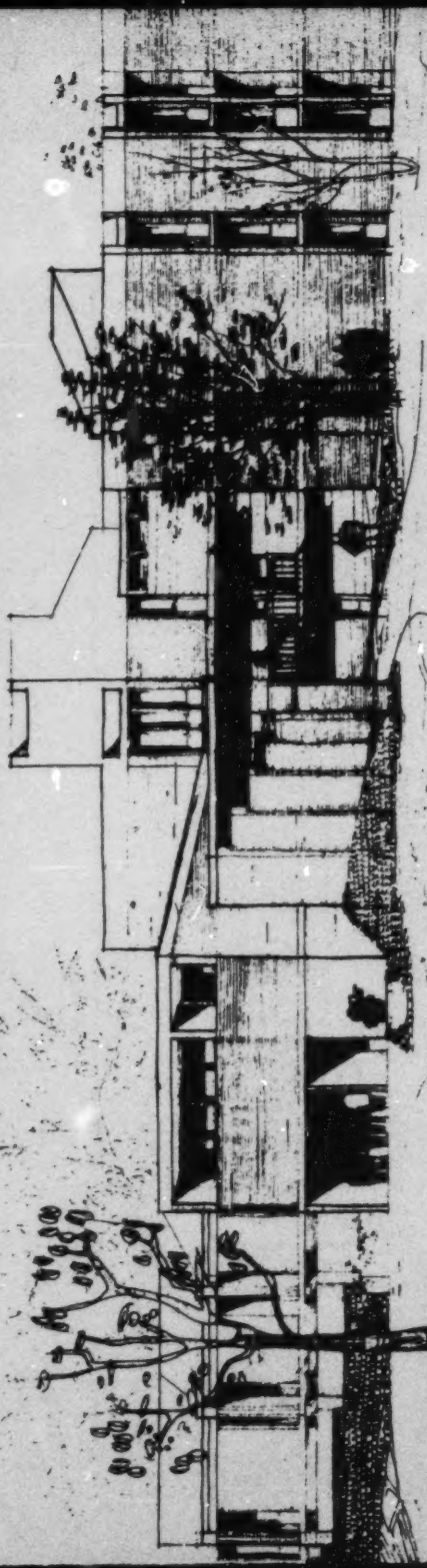
No gratuities are permitted.

INFORMATION

For further information on making reservations for resident programs, contact:

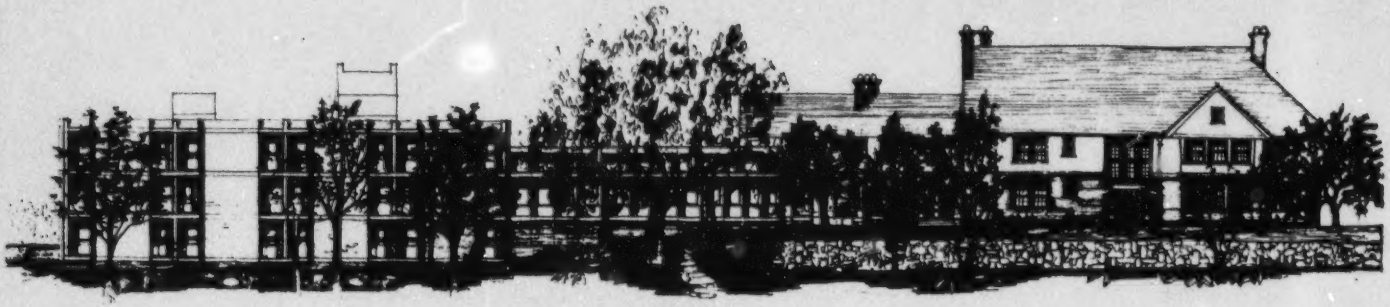
Mr. J. Dudley Hill, Director
201-247-1766, Ext. 1144

CONTINUING EDUCATION CENTER



RUTGERS UNIVERSITY The State University of New Jersey

UNIVERSITY EXTENSION DIVISION



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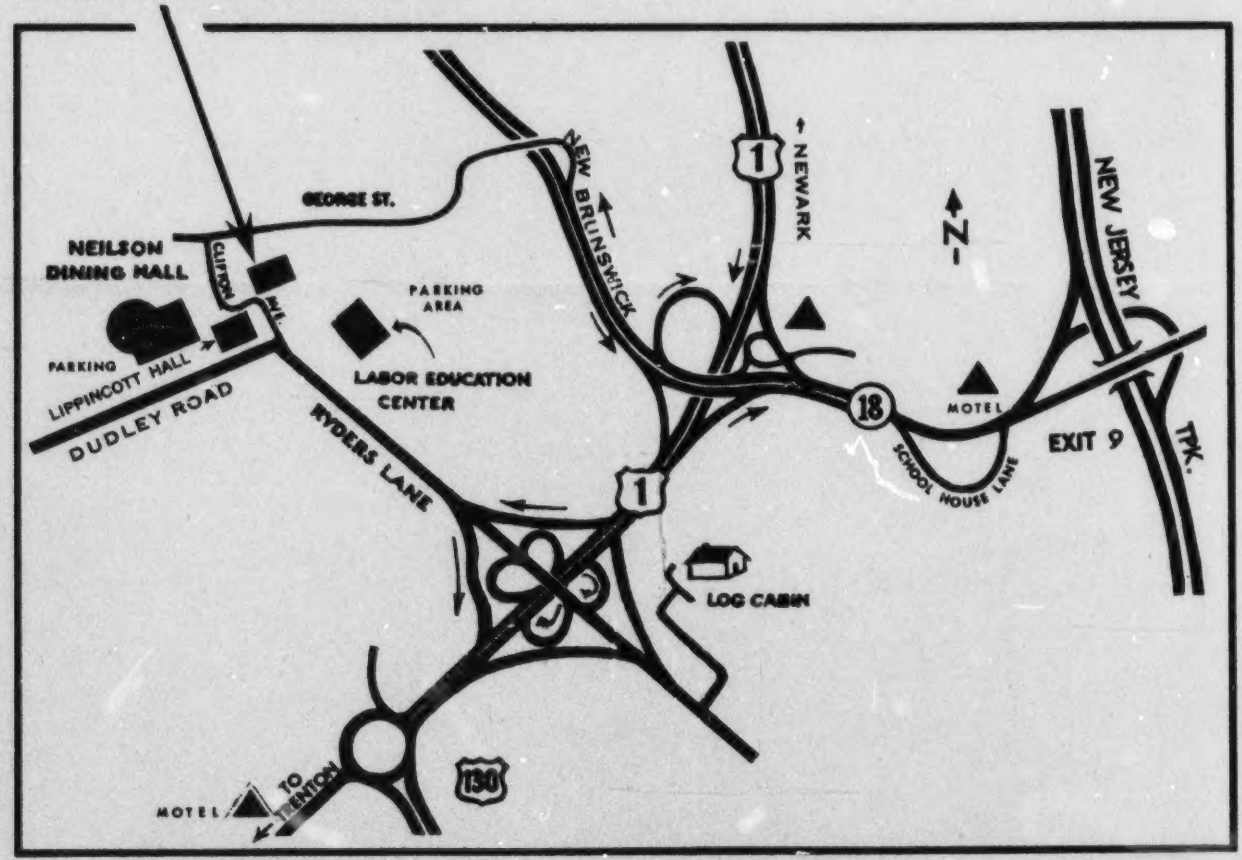

RUTGERS UNIVERSITY—The State University of New Jersey

List of Participants

Name & Residence	Business Address	No. Dependents
Mrs. Rosalind C. Campbell Box 578 Taylorsville, N.C. 28681	Caldwell Community College & Technical Institute, Lenoir, N.C.	4 dependents
Mrs. Barbara E. Chernik 5113 33rd Ave. Kenosha, Wisconsin 53140	Kenosha Technical Institute Kenosha, Wisconsin	no dependents
Mrs. Hattie Giles Clark 247 Chicago Ave Prichard, Alabama 36610	Mobile State Junior College Mobile, Alabama	2 dependents
Mrs. Marjorie J. Clark P.O. Box 32 Flowery Branch, Ga. 30542	Gainesville Junior College Gainesville, Ga.	no dependents
Mr. John M. Driscoll 128 Charles St. New York, N.Y. 10014	Kansas State Teachers College, Emporia, Kansas Triton College River Grove, Ill.	no dependents
Mrs. Marion Enos 175 W. Orchard St. Allendale, N.J. 07401	Alphonsus College Woodcliff Lake, N.J.	1 dependent
Dr. Charles W. Evans 2216 Azalea Drive Lexington, Kentucky 40504	University of Kentucky Lexington, Kentucky	2 dependents
Mrs. Sylvia N. Green 5041 Ferndale St. Los Angeles, Calif. 90016	Pasadena City College Pasadena, California	2 dependents
Mr. James S. Healey 30 Carriage Hill Rd. No. Kingstown, R.I. 02852	Graduate Library School University of Rhode Island Kingston, R.I.	4 dependents
Mrs. Epsy J. (Yearby) Hendricks P.O. Box 677 Alcorn A. & M. College Lorman, Mississippi 39096	Alcorn A. & M. College Lorman, Mississippi	no dependents
Mr. David E. Jones 225 Overlook Road Ambler, Pa. 19002	Montgomery County Community College Conshohocken, Pa.	7 dependents

Name & Residence	Business Address	No. Dependents
Mrs. Martha W. Kimble 255 Schiller Elmhurst, Ill. 60126	Morton College Cicero, Ill.	3 dependents
Mrs. Iole L. Matteucig 55 Aerial Way San Francisco, Calif. 94116	City College of San Francisco, San Francisco, Cal.	no dependents
Mr. O. Herbert McKenny 496 South Street Hyannis, Mass. 02601	Cape Cod Community College Hyannis, Mass.	no dependents
Mrs. Vera B. Melton 5513 Parkwood Drive Raleigh, N.C. 27609	State Board of Education Department of Community Colleges Raleigh, N.C.	no dependents
Mrs. Adeline D. Oakley 24 Reynolds Avenue Randolph, Mass. 02368	Bridgewater State College Bridgewater, Mass.	no dependents
Mr Duane R. Paulsen 122 Robin Road Dixon, Ill. 61021	Sauk Valley College Dixon, Ill.	3 dependents
Miss Mary Eunice Query 204 Pine Street Boone, N.C. 28607	Appalachian State University Boone. N.C.	no dependents
Mrs. Barbara P. Riley 114 E. 7th Avenue Roselle, N.J. 07203	Union County Technical Institute Scotch Plains, N.J.	3 dependents
Mr. Richard T. Samuelson 70 College Avenue New Brunswick, N.J. 08901	Somerset County College Green Brook, N.J.	1 dependent
Dr. Bernard S. Schlessinger 67 Phelps Drive Hamden, Conn. 06514	Southern Connecticut State College New Haven, Conn.	4 dependents
Mr. Elton E. Shell 34010 Mariposa Street Yucaipa, Calif. 92399	San Bernardino Valley College San Bernardino, Calif.	2 dependents
Mr. William J. Spangler 251 Asbury Avenue Ocean City, N.J. 08226	Atlantic Community College Mays Landing, N.J. 08330	no dependents

Name & Residence	Business Address	No. Dependents
Sister Mary Celaine Stranc 240 Pine Ridge Rd. Buffalo, N. Y. 14225	Villa Maria College of Buffalo Buffalo, N. Y.	no dependents
Mr. John F. Touhey "Meadowview" Chadds Ford, Pa. 19317	Community College of Delaware County Media, Pa.	no dependents

PARTICIPANTS

GEOGRAPHICAL DISTRIBUTION

State	Number
Alabama	1
California	3
Connecticut	1
Georgia	1
Kentucky	1
Illinois*	3
Massachusetts	2
Mississippi	1
New Jersey	4
New York	1
North Carolina	3
Pennsylvania	2
Rhode Island	1
Wisconsin	1

* One returned to Illinois to a new position. At time of application lived in Kansas.

AGE DISTRIBUTION

Under 30	2
30-39	6
40-49	9
50-59	6
60-61	2
	25

PARTICIPANTS CONNECTED WITH:

On-going library or media technical assistant programs	12
Planning " " " " " "	8
Responsible for advisory or supervisory assistance to one or more library technical assistant programs	5

SUGGESTED READING LIST

Background Papers

Asheim, Lester. "Library Education and Manpower," American Libraries, (April, 1970), 341-44.

Booth, Robert E., and others. Criteria for Programs to Prepare Library Technical Assistants. Chicago: American Library Association, Library Education Division, 1969. (Mimeo)

Establishing Vocational Education Programs

U.S. Office of Education. Criteria for Technician Education: A Suggested Guide. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1968.

Mager, Robert F., and Beach, Kenneth M. Developing Vocational Instruction. Palo Alto, California: Fearon Publishers, 1967.

Functional Task Analysis

Bernotavica, Freda D. and Wallington, Jim. "Act I of JIMS," Audio Visual Instruction, (May, 1970), 25-34.

U.S. Department of Labor. Dictionary of Occupational Titles. Third Ed., Vols. I and II. Washington, D.C.: U.S. Government Printing Office, 1965.

Setting Objectives

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, 1962.

Popham, W. James. Establishing Instructional Goals. Englewood Cliffs, N.J.: Prentice-Hall, 1970.

Curriculum Design

Please read one or two titles of your own choosing.

DRAFTS OF LIBRARY TECHNICAL ASSISTANT
VOCATIONAL COURSE OUTLINES WITH BEHAVIORAL OBJECTIVES
Abridged

INTRODUCTION TO LIBRARY/MEDIA CENTERS AND COLLECTION OF MATERIALS

I. Development of Communications- Role of the Library/Media Center
II. Introduction to Types of Libraries - their support, characteristics
III. Organization of Libraries
    A. Staff positions - Duties, responsibilities, etc. Identification of titles, qualifications, role, team concept
    B. Career Ethics
    C. Work Organization and inter-personal relations.
IV. Book Materials and other printed matter - make-up, identification
V. Non-printed materials
    A. Types of Media
    B. Types of Machines
VI. Identification of Materials - Sources of Bibiliographic Data
VII. Ordering and Receipt of Media and Equipment
VIII. Office and Audio-Visual Equipment

Examples of Behavioral Objectives

Given 100 commonly used terms in library/media centers, the student will correctly identify 90.

Given 25 order cards, the student will complete order forms by supplying missing bibliographical information.

ORGANIZATION AND STORAGE OF LIBRARY MATERIALS

I. Organizing- Purpose of Classification and Cataloging
    Role of the Library Technical Assistant in the process
    A. Cataloging -Identification of information to be recorded, descriptive cataloging, filing of records, preparation of records.
    B. Preparation-Processing - books and printed materials, non-books, ephemera (pamphlets, pictures, periodicals, etc.)
    C. Records - Accession, shelf-list, etc.
    D. Storage and Maintenance - Shelving, shelf-reading, inventory control, mending, weeding, binding procedures

Examples of Behavioral Objectives

Given shelf list cards, Student will insert them in proper order in file with 100% accuracy

Given a shelf of 50 books returned from circulation a student will be able to recognize materials whose physical condition requires mending or rebinding.

Given the materials the student will be able to perform the simple tasks of page repair, binding reinforcement, etc.

Given materials which are to be discarded, LTA will perform the routines, for example:

Pull all catalog cards (inc. shelf list if last copy)
Stamp book "discard"
Remove identification marks

Given materials to be rebound, the LTA will do the following:
Arrange for bindery pick-up
Fill out bindery slips

Given a catalog card a student will be able to identify the following component parts: Main entry, title, subtitle, author statement, Imprint, collation, notes, tracings, and call number.

Given a book a student will be able to prepare the descriptive cataloging section of a catalog card and to use format established.

DISSEMINATION

I. Awareness Services
   A. Select & arrange material for public display.
   B. Preparation & distribution of all lists.
   C. Merchandising-housekeeping of public areas.
   D. Organizing & distribution of public relation material.

II. Circulation Services
   A. Registration of borrowers & maintaining appropriate files.
   B. Check out materials, file cards, & retrieve materials & cards.
   C. Overdues & invoicing for lost material fines.
   D. Record statistics.
   E. Gather, prepare & distribute reserve material.
   F. Intra & inter-agency loan.

III. User assistance in locating facts or materials through informational services.
   A. Directional information
      Locating shelving areas.
      Using card catalog or book catalog or union list
   B. Hardware assistance
      Microforms
      Viewing & listening devices.
   C. Ready reference
      Almanacs
      General encyclopedias
      Basic periodical indexes
      Basic biographical tools
   D. Verification of citations for inter-library loan.
      (NUC, periodical indexes)

Examples of Behavioral Objectives

Directional information

a. On an unmarked floor plan of the college library the student will indicate the location of books by classes; the periodicals; the unabridged dictionaries; non-print materials - 16 mm. films, 8 mm., disc recordings, tapes, transparencies, maps, pictures; vertical files; the card catalog; the "Readers Guide"; the photocopier; wet carrels; record players; projection equipment; reader-printer.

b. Using the card catalog, the student will list the location information of two books on mineralogy; one book by Ernest Hemingway; an 8 mm. film on making transparencies; a 16 mm. film on wet mounting; a sound filmstrip on the history of your state; a set of transparencies on understanding poetry.

Hardware assistance

a. Using the reader-printer, the student will make a copy of the lead editorial from "The New York Times", Sept. 1, 1970, or the student will show another student how to put a microfilm on the reader and how to advance and reverse the film.
b. The student will set up and demonstrate wet carrel for an independent study which will utilize a video tape, cartridge audio tapes, 8 mm. films, filmstrips.

PRACTICUM

I. Orientation to specific library.
   A. Physical surroundings-personnel-policies-position level vs. real level-peer (informal) & boss (formal)
II. Collection tasks.
   A. Explanation of selection policy.
   B. Explanation of request procedure.
   C. Bibliographic searching.
   D. Ordering procedures.
   E. Receiving.
III. Organization tasks.
   A. Initial processing.
   B. Cataloging as necessary.
IV. Storage tasks.
   A. Housing and arrangement of materials.
V. Distribution tasks.
   A. Circulation function.
   B. Reference functions.

LIBRARY TECHNICAL ASSISTANT EDUCATIONAL PROGRAMS

Institute August 23 - September 4

Resident Staff

Director - Dorothy F. Deininger, Associate Professor of Library Service, Rutgers University

Assistant Director - Thomas W. Shaughnessy, Assistant Professor of Library Service, Rutgers University

Speakers and Consultants:

Lester Asheim, Director, Office for Library Education, American Library Association.

Edwin Beckerman, Director, Woodbridge, New Jersey, Public Library.

Ralph Blasingame, Professor, Rutgers University.

D. Joleen Bock, Director of Library Services, College of the Canyons, New Hall, Calif.

Shirley Bolles, University Library, Rutgers University.

Henry T. Drennan, Training and Resources Branch, Bureau of Libraries & Educational Technology, US Office of Education, Dept. of Health, Education, & Welfare.

Mary V. Gaver, Professor, Rutgers University.

Jack L. Gotlobc, Director, Division of Education Resources Center, Community College, Philadelphia.

Roy L. Kidman, Director, University Library, Rutgers University.

James F. McCoy, Librarian, Mercer County Community College, Trenton, N.J.

Lowell A. Martin, Professor, Graduate School of Library Service, Columbia University.

Andrew S. Moreland, President, Ocean County College, Toms River, N.J.

David C. Palmer, Assistant Director, New Jersey State Library, Trenton, N.J.

Dr. Charles A. Pounian, Personnel Director, Civil Service Commission, City of Chicago, Illinois

SPECIFIC POINTS FOR EVALUATION OF LIBRARY TECHNICAL ASSISTANT INSTITUTE

Please give your judgment on the treatment of the following at the Institute

TOPICS	VERY GOOD	GOOD	FAIR	POOR	COMMENTS
Application and pre-conference information	69%	31%			
Place of the LTA within library education and manpower framework	77%	23%			
Role of LTA in school media centers	55%	31%	14%		
Role of LTA in academic libraries	31%	56%	9%	5%	
Role of LTA in public libraries & library systems	36%	41%	5%	5%	
Influence of political factors on LTA	23%	50%	27%		
Influence of civil service regulations	27%	41%	23%		
Role of advisory committee	50%	36%	14%		
Model of employment	14%	36%	36%	5%	
Devel. of model curriculum					
(a) Specification of behavioral objectives	41%	23%			
(b) Delineation of core areas	55%	31%	5%		
(c) Areas of specialization	55%	23%	5%		
Criteria for approval of new programs	41%	41%	5%		
Implications of U. S. Office of Education priorities on LTA training	18%	55%	23%		
Field trip	27%	55%	18%		
Recruitment of LTA's	55%	27%	5%		
Student records and case studies	18%	50%	29%		
Continuing education for LTA					) Not covered in
Teaching methodology					) sufficient depth to
Job placement and follow-up					) warrant appraisal
The LTA career					) " "
Participation of LTA's in associations					)
					)

Specific Points for Evaluation of
Library Technical Assistant Institute (continued)

	VERY GOOD	GOOD	FAIR	POOR	COMMENTS
Regional planning for LTA education	27%	45%	18%		
Films	23%	36%	23%		
Reference & curriculum materials	45%	41%	9%		Note 1.
Faculty for LTA programs					Note 2.

Note: Percentages may not total 100% since not every participant marked all items.

Note 1. Some interpreted this as texts for LTA rather than special collection assembled for use of participants.

Note 2. Covered only in appraisal of "Criteria..."

GENERAL EVALUATION OF LIBRARY TECHNICAL ASSISTANT INSTITUTE

1. From the Institute have you gained new ideas and/or perspective to assist you in coming to grips with some of the problems in LTA education? ____YES ____NO

   EXPLAIN:

2. Did the Institute accomplish the purpose for which you came?

3. Which parts should have been given more emphasis? Less

4. Was there sufficient time to confer with other participants?

5. Do you have any unfilled expectations?

   DESCRIBE:

6. Any additional comments?

Draft of follow-up questionnaire

Evaluation of Impact/Effectiveness Of
Library Technical Assistant Institute

As a direct result of information gained at the Library Technical Assistant Institute (August 23 - September 4, 1970) have you:

1. Made any broad, far-ranging decisions concerning LTA education in your area or institution (e.g. significantly step-up or curtail the program, formulate an area-wide plan, etc.) YES NO

   If yes, describe:

2. Conducted an employment survey based on the model presented at the Institute? YES NO

3. Designed or restructured your curriculum to:
   (a) include more general education courses YES NO
   (b) exclude theoretical units (e.g. History of the book) for which there is little application YES NO
   (c) treat non-print media equally with print YES NO
   (d) offer more electives & specialties YES NO
   (e) enable your graduates to find positions in organizations other than libraries YES NO
   (f) make technical content more relevant to local needs YES NO

4. Established or modified behavioral objectives for LTA courses (excluding general education courses) YES NO

5. Involved, established, or more fully utilized an advisory committee. YES NO

6. Increased your recruitment efforts YES NO
   Decreased your recruitment efforts YES NO

7. Attempted to formally establish the LTA position in your area (e.g. through working with school boards, civil service, etc.) YES NO

8. Restructured your advisory committee to broaden representation on it. YES NO

Since this type of questionnaire will be sent to you in May, 1971, we request your suggestions of additional questions.

LIBRARY EDUCATION DIVISION
AMERICAN LIBRARY ASSOCIATION
50 EAST HURON STREET
CHICAGO, ILLINOIS 60611

Criteria for Programs to Prepare Library Technical Assistants

(The following report was approved by the Board of Directors of the Library Education Division of the American Library Association at the ALA Midwinter Meeting, January 1969. The report now represents official policy of the Division. It supersedes "Draft of Guidelines for Training Programs for Library Technical Assistants " published in LED Newsletter, May 1968.)

This document was developed by the LED Interdivisional Committee on Training Programs for Supportive Library Staff and is intended to serve as a guide for persons planning programs for library technical assistants and for the evaluation of existing programs for library technical assistants. The programs are conceived as introductory preparation of personnel to fill beginning positions in the range of library technical assistant positions in a variety of situations.

I. Library technical assistants and formal programs

A. General statement

1. It is recognized that there are several ports of entry to library technical assistant positions. Formal programs in community colleges* constitute one way and are developing rapidly in many parts of the United States.

2. Training by the employing library has been and remains an important factor. Completion of a formal program in a community college will not eliminate the need for on-the-job training but may alter the character and amount of on-job training required.

3. These criteria deal with formal post-secondary school level programs for the preparation of library technical assistants. They are intended to be of assistance to community and junior college administrators and others concerned with such programs and are intended to serve (a) for the planning of new programs and (b) for the evaluation of existing programs.

B. Library technical assistants as part of the supportive staff

1. Library Technical Assistants as used in this statement indicates one category of supportive staff in libraries of all types. Supportive staff includes all library employees who support the work of professionally educated librarians.

2. The following groups of supportive staff recur in many classification plans:

   a. Pages - employees used principally for shelf work or moving books but often assigned some additional responsibilities of a clerical nature such as physical preparation of books.

*The term "community college" as used in this document refers also to junior colleges.

B. 2. b. Clerks or clerical staff - persons holding positions in which the common business practices are the primary duties even though in-service training may relate those practices to library situations. Many library systems have numerous levels of service in this category with promotional opportunities culminating in a position as administrative assistant.

c. Library technical assistants (sometimes called library technicians) - persons with some specialized training (provided on the job or through formal classes or programs) to perform duties in one or more fields, from technical processing to circulation work, preparation of publicity, to reference work of a directional or fact-finding type. Grades or levels of positions in the total spectrum of this non-professional classification may number six or more in large libraries or systems. Education and experience of applicants may qualify them for entry above the minimum salary for the class.

d. Library assistants - college graduates with a bachelor's degree, who may have taken some library science course work but do not hold a library science master's degree, whose breadth of undergraduate education enables them to work effectively in simple reference searches and uncomplicated guidance to general reading materials. Special talents, professional course work, and library experience will increase the range of his initiative and judgment.

e. Trainees - college graduates employed in a preliminary professional status while obtaining professional education for library service. Appointments are usually for a limited period at the end of which the employee moves to the professional group or takes a non-professional status.

f. Student assistants - many schools, colleges, and universities are fortunate in having part-time employees whose knowledge, skills, and abilities enable them to perform many of the supportive service duties (described in item c above).

g. Excluded from the supportive staff for the purpose of this report are:

(1) Librarians.

(2) Subject, language, or other professional specialists. Personnel employed for duties in which their education or ability in a particular field is the prime requisite, are often classified in special professional categories.

B. 3. Elaborations on the above definitions are available in "The Subprofessional or Technical Assistant; a Statement of Definition,"

B. 3. ALA Bulletin, April, 1968, pp. 387-397, and in Lester E. Asheim's "Education and Manpower for Librarianship," ALA Bulletin, October, 1968, pp. 1096-1106.

C. The work of the library technical assistant

1. The library technical assistant performs non-professional tasks under the direction of a librarian or other supervisor. Identification of tasks assigned to library technical assistants has been aided by modern management practices and mechanization of some library operations, whereby complex operations or functions have been divided into a series of individual tasks.

2. The work of the library technical assistant may fall within one functional area of library operation. Examples are circulation system, technical processes, inter-library loan, serial records and control. Often, in small library units, the library technical assistant performs duties in a variety of such areas.

3. The tasks and types of work assigned to library technical assistants are more fully outlined below under I. E. (Duties and Responsibilities). By way of definition it may be useful to state three exclusions from the work of the library technical assistant:

a. Tasks which require a full professional knowledge of librarianship and exercise of judgment based on a broad knowledge of books and other library resources, their intellectual organization or their educational, informational, cultural, or scholarly use. Establishment of policies, materials selection, complex information and guidance services, are illustrations.

b. Work requiring other professional, scientific or specialized education in the subject matter. Artists, editors, public relations and other professional specialists fall within this category, as do positions for which language or subject competence are of primary importance.

c. Work in which the primary duty consists of typing, filing, stenography or other tasks of a general office nature which can be done by individuals with office-type specialized training or experience, e.g. secretary, personnel clerk, accounts maintenance clerk, file clerk.

D. Abilities required in library technical assistants

1. Sound basic intelligence demonstrated by satisfactory completion of secondary school education and ability to work at a level above the clerk.

2. Training or experience in library techniques beyond that obtained by a clerk or typist but without other depth of theoretical knowledge or subject background expected of a librarian.

D. 3. Knowledge of basic clerical skills such as typing and filing.

4. Since duties will involve work with the library's public and staff, possibly in a supervisory capacity, a stable personality, service orientation and ability to adapt to people are important qualities.

5. The ability to use independent judgment within the ranges of established choices to make decisions and recognize problems to be referred to the supervisor.

6. Ability to understand and follow written and oral directions, to communicate effectively verbally and in writing.

7. Aptitude and interest in library work and for work requiring exactness in detail.

E. Duties and responsibilities at the library technical assistant level

1. Library technical assistants provide support and assistance to professional librarians and may supervise clerks or other technical assistants.

2. Their duties are related to a variety of library functions. They may include the performance and/or supervision of:

a. The mechanical preparation of library material.

b. The physical upkeep of library material.

c. Care of shelves, files and equipment.

d. Circulation work such as: registering borrowers; explaining lending rules; reserving books for users; overdues and fines; charging and discharging books; keeping records.

e. Acquisitions work such as: ordering publications (exclusive of selection); checking lists; keeping records; searching bibliographical data.

f. Cataloging work such as: processing added copies and new editions; ordering cards; assigning book numbers; cataloging fiction; shelf-listing; filing, and physical maintenance of catalog.

g. Information services work such as:

(1) Answering directional questions or factual questions involving use of a limited group of reference tools.

(2) Locating bibliographical information for which complex searching is not required.

E 3. When the public, academic or special library contains multi-media materials, uses mechanical processing, or operates a specialized information system, these positions may require ability to use and handle appropriately related materials and equipment. Similarly, media centers operating in schools will have positions requiring special abilities to use and handle appropriately related materials and equipment.

4. For further guidance, see U.S. Civil Service Commission, Position-Classification Standards, for GS 1411, Library Technician Series, released under Transmittal Sheet #62, June 1966.

II. Planning programs

A. Local advisory committees

1. Any community or junior college contemplating a program for library technical assistants should, as a first step, establish a local advisory committee.

2. This committee should be appointed in accordance with the administrative policy of the institution and report to the president, the board, or other college administrator as may be appropriate.

3. Membership on the local committee should include:

a. A representative from the state library designated by the state librarian.

b. The director of a major local public library or his designate.

c. A school library supervisor at the state or local level or his designate.

d. The librarian of a local four-year academic institution or his designate.

e. The head of a local special library or his designate.

f. A representative named by the president or other appropriate officer of the state library association and/or local chapter of the Special Libraries Association.

g. The librarian and the LTA program director of the local community college should be ex-officio committee members.

h. Others might include: local or state civil service board members, placement counselors, deans of graduate library schools or their designates, department heads or supervisors in local libraries, etc.

4. Membership on the local advisory committee should be for two - three years with staggered terms.

A. 5. Before any course is planned, announced or offered, the local advisory committee should:

a. Investigate local needs for such a program. No program should be announced or started without a positive recommendation from the local committee after such investigation.

b. Advise on the qualifications of the program director.

c. Advise on the nature and content of the curriculum based on total program objectives. (See VI. A.)

d. Insure that program planning and resources are adequate prior to initial course offerings.

6. The committee will provide continuing liaison between the community college and employers of supportive library staff personnel.

7. The committee should insure that programs meet state and national standards.

8. The committee should meet as regularly as needed and should submit a formal annual report to the appropriate community college administrator, preferably the president.

9. It is also recommended that local advisory committees communicate freely at state, regional, and national levels and, if appropriate, establish formal organizations and channels to facilitate such communication.

III. Administrative and financial framework for programs

This is a specialized, occupational, non-baccalaureate program. The program should have its own full-time director other than the administrator of the college library. The director would be expected to have a master's degree from an ALA accredited school. The director should never be the sole member of the instructional staff.

Financing of the program should be a part of the instructional budget of the college and not a part of the regular library budget.

The program should be financed at a level and in a manner commensurate with other technical specialty instructional programs.

IV. Faculty

A. Minimum number of faculty for technical specialty programs

1. In addition to a full-time program director (department head) there should be one (1) full-time faculty member as a minimum.

A. 2. The following document will be useful for general guidance: U.S. Department of Health, Education, and Welfare, Office of Education. Criteria for Technician Education, A Suggested Guide. (OE 80056). Washington, D. C. Government Printing Office, 1968.

B. Qualifications

1. Educational qualifications of faculty members for programs for library technical assistants require that they have demonstrated competence in the areas in which they will teach and such certification as regional accreditation agency policies may require.

2. Practical and recent working experience in a library.

3. Personal and attitudinal qualifications which will enable the faculty member to teach effectively and inspirationally should be considered in the selection, appointment, assignment, and retention of teaching staff.

C. Teaching loads

1. Should be commensurate with teaching loads of faculty in other instructional departments.

2. Preparation time must be provided.

D. Encouragement of professional development

1. All teachers must be encouraged to up-date their knowledge of current library practice. Their knowledge of teaching techniques and innovations in education must continue to grow and expand.

2. Membership in professional library and educational associations should be encouraged together with active participation in professional association work at local, state, regional, and national levels.

V. Facilities

A. Library materials and library space

Since library resources are essential support for the curriculum, programs for library technical assistants should not be started until the library meets the ALA Standards for Junior College Libraries in terms of space, collection, organization of materials, staff, and other minimum standards which will directly influence the quality of the program.

B. Classrooms, and faculty offices should have immediate access to the library but should not interfere with library service to the entire college.

VI. Curriculum

A. Objectives

The curriculum should be based upon a set of clearly stated objectives for the total program.

B. Course distribution

1. Generally, a program will be divided into three broad areas:

   a. General education courses
   b. Library technical specialty courses
   c. Courses related to the library technical specialty program.

2. General education courses should be those planned for the transfer student and should constitute approximately 50% of the total program, e.g., communication skills, English composition, social sciences, humanities, physical sciences, etc.

3. Library technical specialty courses should constitute approximately 25% of the total curriculum and should include such areas as:

   a. Introduction to libraries and library operations; support operations for public services (circulation, information, etc.); support operations for technical services.

   b. Laboratory experience is important and should be incorporated in the areas listed in "a" above.

   c. Practical experience and supervised field work (practicum) in local libraries in addition to the local community college library.

   d. Audio-visual services in libraries (including laboratory experience).

   e. Not all library technical assistants perform the same tasks, therefore, some variations in curricula may be desirable. The point to be stressed here is that certain program concentrations may be developed and not all students need take the same courses.

   f. It should be clearly understood that the first two years of work taken in a community college relate to the lower division of an undergraduate curriculum (i.e. the first two years). Lower-division undergraduate courses are neither substitutes nor waivers for upper-division undergraduate or graduate level courses.

B. 4. Appropriate related courses including business and office skills should constitute approximately 25% of the total curriculum, e.g. typing, business mathematics, office machines, data processing, office management. Preparation of library technical assistants for particular types of libraries, e.g., school, hospital, etc., will require courses related to these particular library situations.

C. Course sequence

A logical sequence of courses should be established. Normally in the first semester of the first year, the student would take only one library course, while he carries general academic courses. Field work should be preceded by established course prerequisites to make the field experience meaningful.

VII. Student recruitment and selection

A. Recruitment

1. Publicity relative to the program should be reviewed by the local advisory committee. It should clearly state the program objectives emphasizing preparation for employment as a skilled technical assistant.

2. While the general education (liberal arts) courses are transferable there should be no suggestion of the transferability of the technical specialty courses towards a baccalaureate or graduate professional degree program.

B. Student selection

1. Admissions should be based on regular local institutional requirements.

2. Admissions must be realistic in terms of the expectations of employing libraries whose needs can be determined through the assistance of the local advisory committee.

3. Personal interviews by the LTA program director with prospective students should be required.

VIII. Student records

Adequate student records should be maintained in the office of the program director to assist both faculty and students during and after admission as well as subsequent to completion of the program.

IX. Student placement and follow-up

A. Placement

1. Graduates should be aided in every possible way in finding suitable employment.

A. 2. Prospective employers should be provided with statements of the qualifications of graduates.

3. Placement of graduates is an important and multi-faceted responsibility involving the program director, the faculty, and other members of the community college staff.

4. Outstanding and successfully placed graduates and their employers are the most effective advertisers of the program.

B. Follow-up

1. Periodic follow-up studies of graduates are imperative and enable the community college to:

a. Improve curriculum and teaching techniques.
b. Evaluate training effectiveness.
c. Maintain good employer-employee relationship.
d. Continue evaluation of total program.

X. Continuing education

The community college, the employing library, and other agencies have responsibility to insure the availability of opportunities for continuing education for the student who has completed his basic two-year program.

The need for appropriate continuing education cannot be over emphasized in these criteria.

Respectfully submitted,

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Suggestions for revision of Criteria for Programs to Prepare Library Technical Assistants

(Submitted by participants in Institute on LTA Educational Programs)

I. Library Technical Assistants and formal programs.

B. Library Technical Assistants as Part of the Supportive Staff:

1. Library Technical Assistants as used in this statement indicates one category of supportive staff in libraries* of all types. Supportive staff includes all library employees who support the work of professionally educated librarians.

2. The following groups of supportive staff can be identified:
   a. Pages, including student assistants--employees used principally for shelf work or moving books but often assigned some additional responsibilities that their knowledge, skills and abilities may enable them to perform.

   b. Clerks--persons holding positions in which the common business practices are the primary duties even though in-service training may relate those practices to library situations.
   c. Library Technical Assistants and/or Technical Assistants--persons with some specialized training (at least two years of college-level study OR the A.A degree, with or without Library Technical Assistant training OR post-secondary school training in relevant skills.) to perform duties in the non-professional activities of the library. Grades or levels of positions in the total spectrum of this non-professional classification may vary in number according to the size of the library. Education and experience of applicants may qualify them for entry above the minimum salary for the class.
   d. Library Associate and/or Associate Specialist includes persons with the bachelor's degree (with or without course work in library science) OR with the bachelor's degree, plus additional academic work short of the Master's degree (in librarianship for the Library Associate; in other relevant subject fields for the Associate Specialist.) Special talents, professional course work, and library experience will increase the range of this individual's initiative, judgment and responsibilities.
3. Elaborations on the above definitions are available in the ALA policy proposal on Library Education and Manpower adopted in July of 1970 and published in American Libraries, April, 1970, pp. 341-44.

*The term libraries is meant to refer also to the current models of media centers, learning centers, educational resources centers, information, documentation and referral centers.

II. No Recommendations

III. Administrative & Financial
Programs should be started only when these conditions are met:

In place of second sentence:

The LTA program should be administered under the appropriate instructional department rather than under the library and have a full time director.

IV. Faculty

A. 1.Add: The director of the program should teach at least one course
2.Add: Experience of the faculty members should represent various library & informational backgrounds.

B. 2.Insert in lieu of present:
Teaching certificate and/or teaching experience
3.At least 2 years recent work experience
4.old "3"

Want to spell out and insert:

Duties of program director:

1. work with administration in planning program; e.g. suggest appointments to the advisory committee
2. work with Deans in classroom scheduling, program planning, etc.
3. work with curriculum committees involved in LTA program
4. serve as student advisor
5. work continuously with library community-public relations, practicum, student placement
6. recruit students
7. work with other school departments--e.g. Student Service (guidance), Public Relations Research
8. direct practicum program
9. follow-up on students

D. Teaching loads

Insert: 3. regular library staff members who assume a portion of the teaching load should be compensated with released time for preparation as well as for class duties.

V. Facilities

Instead of "E" add:

A. same
B. a laboratory workroom space should be provided outside of the college library space
C. the lab should contain: library tools, periodicals, supplies, typewriters, files, book shelves, and work space.
D. Classrooms, laboratory work space, and faculty offices should have immediate access to the library.